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ABSTRACT

This study examined the greatest stressors in teaching situations that affect teachers, and how these events vary for groups of elementary, middle, and secondary school teachers. The list of possibly stressful situations was taken from the Teaching Events Stress Inventory (TESI), developed by Cichon and Koff in 1978. Data were collected from teachers representing 23 school systems who were attending workshops on stress in four different locations. The TESI contained 36 items that were potential stress producing events associated with teaching, using a 7-point Likert-type scale, with "O" indicating a non-applicable item. Questions fell into the general categories of: (1) personal security; (2) management conflict; and (3) teaching tasks. In analyzing results, two means and standard deviations were computed for each of the 36 items: the first set used "O" as a legitimate value and were included in the computations; the second set treated "O" as a missing value, not included in the computations. An analysis is presented of the findings, illustrated by tables. No significant differences were found across grade levels; however, years of teaching experience were a factor. When "O" was included in the computations, highest ranked stressors centered about items pertaining to discipline and misbehavior of students. Omitting "0" responses produced shifts in ranking, with stressors pertaining to personal professional matters becoming the highest rated stressors. (JD)

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Stress: Specific Life Events in the Teaching Profession

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STRESS: SPECIFIC LIFE EVENTS IN THE TEACHING PROFESSION

The importance of our everyday life events and the toll that they can have on the human organism is discussed throughout the medical and behavioral science literature. Many of these critical events or "life events" as termed by Holmes and Rhae (1967) can be shown to be directly related to the degree of stress which an individual may be experiencing at any given point. In addition to the "life events" which are common to our society, an individual's profession or occupation can also be a source of specific events which may compound the degree of stress experienced by the individual. Russek (1974), a research professor of cardiovascular disease, studied the relationship of specific factors known to be related to coronary problems through comparing coronary patients to individuals without coronary troubles. Ratios were reported which indicated that high fat diet (2.7:1) and use of tobacco (2:1) were major contributors. Heredity and obesity commonly thought to be high risks were reported at 1.7:1 and 1.3:1, respectively. By far, the most significant factor related to coronary disease detected in this study was that of occupational stress with a reported ratio of 4.6:1.

Indeed certain professions are potentially more stressful than others and thus provide a greater opportunity for individuals in those professions to experience events which can be harmful to them as a result of stress. The teaching profession ranks high among these stressful occupations. In fact, Hunter (1977) reported that the three most stressful occupations of today are occupied by air traffic controllers, surgeons, and teachers. Pratt (1978), in

a study of stress-producing events concluded that the largest group of stressful events related to teachers' observations of their own failure to teach satisfactorily. This phenomenon was perceived to be due in part to the teachers having to cope with a wide variety of teaching problems or stressors. The identification of "life stressors or events" within the profession of teaching is certainly a necessity if we are to combat the long-term effects of such stress which is commonly referred to as "burnout."

Although the literature has long addressed the issue of stress related to occupation, most studies have concerned themselves with the fields of industry and management. Recently, a number of investigators have begun to examine stressors particular to the teaching profession (Cichon and Koff, 1978; Feshback and Campbell, 1978; Harmer, 1979; Kyriacon and Sutcliffe, 1978; Mazer and Griffin, 1980). Although a number of specific stressors have been explored, those which appear most consistently are in the general categories of conduct and discipline of pupils, misbehavior and poor student attitude, personal teaching competence, maintenance of values and standards within the classroom, and disagreement with supervisor or administrator. In addition to these general categories, studies by Kyriacon and Sutcliffe (1978) and Harmer (1979) as well as a study conducted by the New York State United Teachers' Research and Educational Services (1979) detected a trend revealing a decline in perceived stress as well as stressful incidents with increase in teachers' age. The New York study reported the greatest incidence of stress in the 31 to 40 age group.

The purpose of the present study was to determine the greatest stressors upon differing groups of teachers among a list of possibly stressful teaching situations taken from the Teaching Events Stress Inventory (Cichon and Koff, 1978) and in addition to determine the degree of relationship which might extend among these events for various groups of elementary, middle school, and secondary school teachers.

Method

Data were collected in four locations in the southcentral and western sections of Kentucky as part of a series of workshops on teacher stress. As many as 23 school systems in urban, suburban, and rural areas were represented by the teachers attending the workshops in which the data were collected. These, however, were not randomly selected and should not be considered as a representative sample from these locations.

The inservice programs were requested by the school districts and teacher attendance was voluntary. After a brief introductory video tape on teacher stress, teachers were asked to complete two forms, the Teaching Events Stress Inventory and accompanying score and demographic sheet. One form they returned to the inservice presenters and the other they kept for their own reference as part of the inservice program. The inservice programs were conducted between November, 1980 and February, 1981.

The Teaching Events Stress Inventory, was developed by Cichon and Koff (1978) to determine the sources and levels of stress experienced by teachers. This instrument contained 36 items that were potential stress producing events associated with teaching. A seven point Likert type scale was utilized for responding to each

item. A zero indicated a non-applicable item. Teachers were asked to respond to the items as they applied to them at the time of the instrument administration.

Factor analyses of the Teaching Events Stress Inventory by Cichon and Koff (1978) yielded three factors in addition to the scores available from the individual items. These factors were labeled as: (1) Personal Security (Items 3, 12, 16 and 21); (2) Management Conflict (Items 2, 6, 7, 11, 13, 23, 29 and 34); and (3) Teaching Tasks (Items 5, 10, 14, 19, 20, 22, 27 and 30).

A demographic form provided data on personal characteristics and grade level taught. It also provided data regarding the ranking of selected items in priority of their influence on teacher stress. The completed instruments were coded and entered onto computer disks for storage and analyses. The number of entries totaled 289.

Analysis of Stressors Across Grade Level

An analysis of summary data across grade levels was conducted to identify potential trends among elementary, middle school, and secondary teachers regarding their responses to the 36 items of the Teaching Events Stress Inventory (TESI). The elementary group (n = 87) was defined as teachers in grades K through 6; the middle school group (n = 63) as teachers in grades 7 and 8 and the secondary group (n = 96) as teachers in grades 9 through 12.

Two means and standard deviations were computed for each of the 36 items of the TESI. The first set of means and standard deviations utilized "0" as a legitimate value and were included in the computations. The second set of means and standard deviations

treated "0" as a missing value and, thus, were not included in the computations. This allowed for two different interpretations of the TESI items as teacher stressors. The first set of summary statistics, that included "0", provided an overall interpretation of that item as a stressor for teachers and considered data from those teachers who reported an item as not applicable.

The second set of summary statistics allowed for an interpretation of the items excluding the responses of teachers who had not experienced the stressor and reported "0". This second analyses of teacher responses excluding "0" allowed the investigators to focus on those stressors reported as experienced by the teachers at the time the instrument was completed.

To facilitate the analyses of responses by grade level, items were ranked according to mean scores, both including "0" in the computation of means and excluding "0" in the mean computation. Tables 1 and 2 contain these summary data, respectively. In reviewing the data in Table 1 the mean ratings across grade level groups indicates that elementary teachers generally have higher mean scores than do middle school or high school teachers when the "0" is included in computation. This difference is diminished, however, when the "0" is excluded from the computations and as would be expected, all groups show substantial increases in means.

Also by observing the n-size reported in Table 2, a greater proportion of elementary teachers reported experiencing the top ranked stressors, thus accounting for much of the difference in Table 1. It was interesting to note the item shift and item change when the "0" was excluded from calculations. Particularly item 6

"notification of unsatisfactory performance" and item 11 "involuntarily transferred" became top ranked as stressors for Table 2 but did not appear in Table 1. Thus, when these stressors (both administrative in nature) occur, they produce a high level of stress among all grade levels.

To get a clearer picture of the relationship among grade level groups and the two indicators of stress (with "0" and without "0"), Table 3 presents the item ranks for each group and for each stress indicator. The "wo" means with "0" included in the computations and the "woo" indicates "0" was excluded, i.e., without "0".

In addition to items 6 and 11, item 7, "overcrowded classes", and item 12, "disruptive children" attained high ranks both when zeros were included and excluded. This indicates that these stressors are both common and of high impact for teachers at all grade levels. Item 1, "first week of school" and item 2, "reorganization of classes" were viewed by all groups as general stressors. Item 3, "colleague assaulted" and item 16, "threat with personal injury" were common across groups as high stressors--when they occurred.

TABLE 1

Rank Of Item Means by Grade Level Taught
Using Zero in Calculations of Means

Rank	Elementary		Middle School		Secondary		Total	
	Item	Mean	Item	Mean	Item	Mean	Item	Mean
1	1st week of sch. (1)	4.67	Disruptive children (12)	4.43	Disruptive children (12)	3.96	Disruptive children (12)	4.19
2	Disruptive children (12)	4.48	Overcrowded classes (7)	3.60	Lack of books/sup. (23)	3.88	1st week of school (1)	3.75
3	Overcrowded classes (7)	4.29	Self control w. anger(18)	3.49	Student verbal abuse (21)	3.43	Overcrowded classes (7)	3.62
4	Reorg. of class (2)	3.87	Reorg. of class (2)	3.37	Self control w. anger(18)	3.38	Self control w. anger(18)	3.45
5	Lack of books/sup. (23)	3.54	Below ave. student (25)	3.34	1st week of school (1)	3.26	Reorg. of class (2)	3.44
6	Self control w. anger(18)	3.52	1st week of school (1)	3.31	Overcrowded classes (7)	3.17	Lack of book/sup. (23)	3.16
7	Below ave. Student (25)	3.13	Parent conference (19)	3.15	Reorg. of class (2)	3.02	Attend inservice (5)	2.99
8	Attend inservice (5)	3.06	Attend inservice (5)	3.02	Sup. stu. out of class(15)	2.93	Below ave. student (25)	2.98
9	Disagree w. teachers (36)	3.02			Disagree w. teachers (36)	2.91		

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TABLE 2

Rank of Item Means by Grade Level Taught
Omitting Zero in Calculations of Means

Rank	Elementary*				Middle School*				Secondary*				Total*			
	Item		n	Mean	Item		n	Mean	Item		n	Mean	Item		n	Mean
1	Not. unsat. perf.	(6)	32	5.75	Not. unsat. perf.	(6)	21	5.52	Invol. transferred	(11)	38	5.97	Invol. transferred	(11)	109	5.66
2	Overcrowded classes	(7)	66	5.59	Invol. transferred	(11)	19	5.26	Not. of unsat. perf.	(6)	40	5.50	Not. unsat. perf.	(6)	113	5.63
3	Invol. transferred	(11)	33	5.06	Overcrowded classes	(7)	46	5.09	Promotion denial	(34)	43	4.61	Overcrowded classes	(7)	220	4.74
4	1st week of school	(1)	83	4.84	Disruptive children	(12)	57	5.05	Lack of books/sup.	(23)	82	4.54	Disruptive children	(12)	267	4.52
5	Disruptive children	(12)	82	4.70	Colleague assaulted	(3)	17	4.82	Colleague assaulted	3)	38	4.33	Colleague assaulted	(3)	94	4.50
6	Threat pers. injury	(16)	27	4.59	Add. coursework for promotion	(27)	34	4.79	Prep. for strike	8)	18	4.33	Promotion denial	(34)	108	4.46
7	Disagreement with teacher	(36)	59	4.36	Threat pers. injury	(16)	21	4.57	Disruptive children	(12)	90	4.22	Prep. for strike	(8)	68	4.40
8	Colleague assaulted	(3)	34	4.39	Promotion denial	(34)	16	4.38	Threat pers. injury	(16)	46	4.15	Threat pers. injury	(16)	111	4.34
9	Promotion denial	(34)	34	4.18	Teaching mentally & phys. handicapped	(28)	40	4.08	Add. coursework for promotion	(27)	68	4.00	Add. coursework for promotion	(27)	181	4.13
10	Lack of books/sup.	(23)	73	4.16	Verbal abuse	(21)	45	4.07					Lack of books/sup.	(23)	236	4.10

*Elementary n = 87
Middle School n = 63
Secondary n = 96
Total n =278

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TABLE 3

Comparison of Item Rank by Grade Level
and Mean Computation (with and without zero)

Item No.	Item	Relative Rank of Item							
		Elementary		Middle School		Secondary		Total	
		wo	woo	wo	woo	wo	woo	wo	woo
1.	1st week of school	1st	4th	6th	---	5th	---	2nd	---
2.	Reorganization of classes	4th	---	4th	---	7th	---	5th	---
3.	Colleague assaulted	---	8th	---	5th	---	5th	---	5th
5.	Attend inservice	8th	---	8th	---	---	---	7th	---
6.	Not Unsat. Performance	---	1st	---	1st	---	2nd	---	2nd
7.	Overcrowded classes	3rd	2nd	2nd	3rd	6th	---	3rd	3rd
8.	Preparing for strike	---	---	---	---	---	6th	---	7th
11.	Involuntary transfer	---	3rd	---	2nd	---	1st	---	1st
12.	Disruptive children	2nd	5th	1st	4th	1st	7th	1st	4th
15.	Sup. Students outside class	---	---	---	---	8th	---	---	---
16.	Threat of personal injury	---	6th	---	7th	---	8th	---	8th
18.	Self control when angry	6th	---	3rd	---	4th	---	4th	---
19.	Parent conferences	---	---	7th	---	---	---	---	---
21.	Student verbal abuse	---	---	---	---	3rd	---	---	---
23.	Lack of books/supplies	5th	---	---	---	2nd	4th	6th	---
25.	Below average students	7th	---	5th	---	---	---	8th	---
27.	Add. coursework for promotion	---	---	---	6th	---	---	---	---
34.	Promotion denial	---	---	---	8th	---	3rd	---	6th
36.	Disagreement with teacher	---	7th	---	---	---	---	---	---

Analysis of Stressors Across Sex (Middle School/High School)

Analysis of the data in regard to the sex variable produced some striking results which certainly merit further exploration in future studies. In most instances, the female sample reported greater degree of stress when "0" responses were eliminated than the male sample with the greatest differences being on items in the general category of personal security (e.g., colleague assaulted, threat of personal injury, and verbal abuse), dealing with students whose primary language is not English, and promotion denial. The item pertaining to promotion or advancement denial was recorded as a high stressor for both male and female groups, however, the rating given this stressor by the female group was one of the highest recorded. The male sample recorded higher mean scores on only three items. Two of these items pertained to stressors dealing with professional decisions (coursework for promotion and preparing for a strike) and the other item concerned itself with maintaining records. The general pattern of females recording higher stress scores was also present when "0" response scores were figured in the data with differences being smaller but increases in variance detected (see Appendix).

Ranking items with the highest stress ratings with "0" responses included produced similar patterns for both the male and female sample. Items pertaining to discipline type stressors involving student behavior and stressors related to the tasks of teaching (e.g., reorganization of classes, first week of school, lack of supplies, and teaching below average students) were recorded as the highest stressors. These rankings, however, were shifted significantly

when "0" response data was eliminated from the data set. For both groups stressors pertaining to professional matters and competence (e.g., notification of unsatisfactory performance, denial of promotion or advancement, and involuntary transfer) recorded the highest stress ratings. The next highest stressors indicated by the male sample were on items dealing with taking additional classes for purposes of promotion and preparing for a strike. Both of which have to do with additional income. These were not among the highest stressors reported by the female sample. The female sample recorded stressors of a personal security or discipline nature (e.g., colleague assaulted, fear of personal injury, and managing disruptive children) is the next highest stressors with items pertaining to teaching tasks rounding out the top eight stressors. A similar but less consistent pattern appeared in the male sample. The patterns discussed as well as stress ratings can be reviewed in Table 4.

In summary, patterns of stressors for the male and female samples are quite similar with the female sample generally indicating higher degrees of stress. Patterns for high and low stressors do change as "0" response data are removed from the data set. In fact, on items demonstrating the greatest change in degree of stress n size decreases were rather significant. This phenomenon occurred particularly on items related to professional matters and competence (e.g., items 6, 8, 11, 27, and 34) and on items pertaining to personal security (e.g., items 3 and 16). These data would indicate that when not specifically confronted with certain stressors, concerns are with matters pertaining to discipline and teaching

TABLE 4

Ranking of Stressors of Male and Female
Middle School and High School Teachers

Rank	Male (WoO) Item	$\bar{X}$	Male (WO) Item	$\bar{X}$	Female (WoO) Item	$\bar{X}$	Female (WO) Item	$\bar{X}$
1	6	5.13	12	3.72	11	6.14	12	4.39
2	11	5.00	7	3.36	6	5.76	18	3.64
3	27	4.55	18	3.03	34	5.06	23	3.62
4	8	4.54	23	2.97	3	4.90	1	3.57
5	12	4.32	25	2.76	16	4.77	21	3.46
6	7	4.06	1	2.75	12	4.66	2	3.41
7	23	4.00	2	2.72	7	4.51	7	3.33
8	34	3.84	19	2.64	23	4.29	5	3.24

WoO = Zero responses eliminated from data set

WO = Zero responses retained in data set

tasks. This would perhaps support Fuller's (1969) Teacher Concern Model. However, when specifically confronted with stressors such as involuntary transfer, unsatisfactory performance, and promotion or advancement denial a new set of stress concerns seem to be promoted.

Analysis of Stressors Across Marital Status

Comparisons in marital status did not produce drastic differences in reported stressors. One interesting trend that did appear was that the X-married group recorded slightly higher stress ratings in general than did the married and single groups with stressors pertaining to professional matters and competence rated exceedingly high by approximately one-third of the X-married group. The total X-married group (with "0" responses included) generally rated these items slightly lower than the other two groups. Thus, one would conclude that when encountered with stressors of this sort, the X-married teachers are highly affected (see Appendix).

Analysis of highest ranked stressors produced as similar patterns to the one produced by the data on sex differences. Again, when "0" response data was included in the analysis highest ranked stressors were related to matters of discipline, student behavior, and teaching tasks. Whenever "0" response data were eliminated, the pattern again shifted to include items 6 and 11 (unsatisfactory performance and involuntarily transferred, respectively) as the top ranked items by all three groups. It is interesting to note that these items did not appear in the highest ranked eight stressors for any of the three groups when "0" responses were included (see Table 5). This data would suggest that perhaps some potential high

TABLE 5

Ranking of Stressors According to Marital Status

Rank	Single WoO Item	X	Single WO Item	X	Married WoO Item	X	Married WO Item	X	X-Married WoO Item	X	X-Married WO Item	X
1	6	5.78	12	4.6	11	5.69	12	4.09	6	6.4	12	4.31
2	11	5.4	7	4.0	6	5.49	1	3.71	11	5.89	1	3.76
3	12	4.83	23	3.86	7	4.76	7	3.52	8	5.0	23	3.66
4	7	4.67	1	3.71	3	4.53	18	3.5	3	4.9	7	3.55
5	16	4.56	2	3.64	34	4.53	2	3.43	29	4.65	2	3.45
6	23	4.5	5	3.29	12	4.48	23	3.26	7	4.48	18	3.41
7	36	4.37	21	3.24	16	4.25	5	2.95	36	4.45	27	3.31
8	21	4.25	19	3.1	27	4.18	25	2.91	16	4.4	15	3.31

stressors are not realized in terms of cognitive awareness or are denied until they are confronted and produce such high stress they cannot be suppressed. One possible explanation of the phenomenon is the nature of these items. The fact that these stressors deal with personal issues related to professional matters and competence, they lend themselves more to denial of possibilities than do matters that are more related to others. Again, this is only one possible hypothesized explanation of a recurring trend.

Analysis of Stressors Across Age Groups

Teachers responding to the Teaching Events Stress Inventory were grouped by age into the following categories:

a. 22 - 26 n = 31
b. 27 - 32 n = 79
c. 33 - 40 n = 90
d. 41 - 49 n = 46
e. 50 - + n = 32

As in preceeding analyses, mean item ratings were computed with "0" and without "0" and items were ranked by mean scores. Items in the top quartile of each computational technique were selected for analysis. Table 6 and Table 7 contain the top ranked stress items for each age group. Table 8 contains the items that appeared in both computational analyses (using "0" and without "0").

When item means were computed using "0", little differences between groups were observed for magnitude of stress with the exception of the 50 plus group. This group was quite different in their response to the items, both as to level of stress and the items reported as stressors. This older group of teachers reported much lower stress on items in the top quartile than did their younger peers.

When item means were computed omitting "0", as in previous analyses, the items changed in regard to top ranked stressors. While the 50 plus group still tended to rate items lower, this difference was not as great as when zeros were used in computing the means.

Table 8 presents the items and associated rank of those stressors that ranked in the top quartile both when "0" was used in calculating means and when "0" was omitted from mean calculations. Items 1, 2, 7, 12 and 23 were consistently rated as top general stressors when "0" was included in mean calculations. These items are generally associated with teaching tasks, i.e., first week of school, reorganization of classes, overcrowded classes, discipline, and lack of books/supplies. Also, maintaining self control when angry, was a top rated item, particularly for older teachers.

When "0" was excluded from mean ratings, i.e., using the items when they were applicable to the respondent, a different set of items emerged as top stressors. Consistently across age groups these were items 3, 6, 8, 11, 12, 16, 27, and 34. Most of these items were associated with events that were of a personal concern nature and deal with concern for personal and peer safety and job security.

While few glaring differences appeared across age groups, there did appear to be trends in the order of ranked item means. First, teachers in the 50 plus group did not perceive "overcrowded classes" as great a stressor, relatively, as did their younger peers. This finding could be open to two interpretations. One that due to their seniority, they are given the better teaching assignments,

as, and more likely, their maturity as a teacher has provided these teachers with a greater tolerance and/or ability to cope with this condition.

Second, younger teachers perceive "threat of personal injury" as a higher stressor than their peers. It is unknown why this finding occurred unless younger teachers feel more vulnerable than do their more mature colleagues. It was interesting to note that for a related item "colleague assaulted", the older teachers, 50 plus group, rated this as a high stressor, but the older group did not rate personal threat as high.

"Teaching below average students", item 25, appeared to be a relatively greater stressor for older teachers, group 33 - 40, 41 - 49, and 50 plus, than for younger teachers. This could be explained by Fuller's concern theory that as teachers mature their concerns focus more on impact of teaching on students. This was also evident in item 20, "Language of student not English", for 50 plus group.

Finally, younger teachers had more concern about personal relations with peers (item 36) and parents (item 19) than did their older counterparts. Again, this finding could be explained by Fuller's concern model, that younger teachers have a greater personal concern, particularly concern about adult perceptions of themselves as teachers (Adams and Martray, 1981) than do more mature teachers.

TABLE 6

Rank of Item Means by Age Groups Using Zero in Calculations

Rank	22 - 26 Item	Mean	27 - 32 Item	Mean	33 - 40 Item	Mean	41 - 49 Item	Mean	50 - 75 Item	Mean
1	Disruptive children (12)	4.39	Disruptive children (12)	4.14	Disruptive children (12)	4.19	Disruptive children (12)	4.24	Disruptive children (12)	3.88
2	1st week of school (1)	3.97	1st week of school (1)	3.91	1st week of school (1)	3.81	1st week of school (1)	4.04	Self control with anger (18)	2.66
3	Overcrowded classes (7)	3.74	Lack of books/sup. (23)	3.85	Overcrowded classes (7)	3.72	Overcrowded classes (7)	3.91	Below average student (25)	2.63
4	Lack of books/sup. (23)	3.74	Overcrowded classes (7)	3.71	Reorg. of classes (2)	3.58	Reorg. of classes (2)	3.76	Lack of books/sup. (23)	2.50
5	Self control with anger (18)	3.61	Reorg. of classes (2)	3.70	Lack of books/sup. (23)	3.16	Self control with anger (18)	3.76	Unclean/ uncomfortable lavatory (26)	2.44
6	Parent conference (19)	3.29	Self control with anger (18)	3.33	Sup. Stu. out of class (15)	3.13	Attend inservice (5)	3.65	1st week of school (1)	2.41
7	Reorg. of classes (2)	3.16	Disagree with teachers (36)	3.22	Parent conference (19)	3.02	Lack of books/sup. (23)	3.41	Reorg. of classes (2)	2.38
8	Attend inservice (5)	3.10	Add. coursework for promotion (27)	3.17	Below average student (25)	3.00	Below average student (25)	3.22	Overcrowded classes (7)	2.38

Total n of Age Groups:

22-26 n = 31

27-32 n = 79

33-40 n = 90

41-49 n = 46

50-75 n = 32

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TABLE 7

Rank of Item Means by Age Groups Excluding Zero in the Calculations

Rank	22 - 26				27 - 32				33 - 40				41 - 49				50 - 75			
	Item		n	Mean	Item		n	Mean	Item		n	Mean	Item		n	Mean	Item		n	Mean
1	Threat pers. injury	(16)	8	5.88	Not. unsat. performance	(6)	34	6.03	Invol. transferred	(11)	34	5.91	Not. unsat. performance	(6)	12	6.25	Invol. transferred	(11)	8	5.50
2	Not. unsat. performance	(6)	11	5.64	Invol. transferred	(11)	34	5.38	Not. unsat. performance	(6)	40	5.33	Invol. transferred	(11)	19	5.84	Colleague assaulted	(3)	10	4.80
3	Invol. transferred	(11)	11	5.46	Threat pers. injury	(16)	32	4.78	Promotion denial	(34)	37	4.78	Overcrowded classes	(7)	35	5.14	Not. unsat. performance	(6)	10	4.80
4	Overcrowded classes	(7)	23	5.04	Colleague assaulted	(3)	29	4.69	Overcrowded classes	(7)	70	4.73	Add. coursework for promotion	(27)	26	4.54	Promotion denial	(34)	9	4.33
5	Prep. for strike	(8)	3	5.00	Overcrowded classes	(7)	63	4.65	Disruptive children	(12)	81	4.61	Disruptive children	(12)	44	4.43	Disruptive children	(12)	29	4.28
6	Disruptive children	(12)	28	4.86	Promotion denial	(34)	30	4.60	Prep. for strike	(8)	30	4.60	1st week of school	(1)	43	4.23	Prep. for strike	(8)	10	4.20
7	Colleague assaulted	(3)	8	4.75	Prep. for strike	(8)	11	4.46	Colleague assaulted	(3)	35	4.37	Threat pers. injury	(16)	14	4.21	Language not English	(20)	8	4.00
8	Disagree with teacher	(36)	16	4.63	Disruptive children	(12)	74	4.42	Add. coursework for promotion	(27)	53	4.21	Lack of books/sup.	(23)	38	4.13	Lack of books/sup.	(23)	20	3.95

Total n of Age Groups:

22-26 n = 31

27-32 n = 79

33-40 n = 90

41-49 n = 46

50-75 n = 32

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TABLE 8

Comparison of Item Rank by Age Groups
and Mean Computation (with and without zero)

Item		22 - 26		27 - 32		33 - 40		41 - 49		50 - 75	
No.	Description	wo	woo	wo	woo	wo	woo	wo	woo	wo	woo
1.	1st week of school	2nd	---	2nd	---	2nd	---	2nd	6th	6th	---
2.	Reorganization of classes	7th	---	5th	---	4th	---	4.5	---	7.5	---
3.	Colleague Assaulted	---	7th	---	4th	---	7th	---	---	---	2.5th
5.	Attend Inservice	8th	---	---	---	---	---	6th	---	---	---
6.	Not. Unsat. Perf.	---	2nd	---	1st	---	2nd	---	1st	---	2.5th
7.	Overcrowded classes	3.5	4th	4th	5th	3rd	4th	3rd	3rd	7.5	---
8.	Preparing for strike	---	5th	---	7th	---	6th	---	---	---	6th
11.	Involuntary transfer	---	3rd	---	2nd	---	1st	---	2nd	---	1st
12.	Disruptive children	1st	6th	1st	8th	1st	5th	1st	5th	1st	5th
15.	Sup. Students outside class	---	---	---	---	6th	---	---	---	---	---
16.	Threat of personal injury	---	1st	---	3rd	---	---	---	7th	---	---
18.	Self control when angry	5th	---	6th	---	---	---	4.5	---	2nd	---
19.	Parent conferences	6th	---	---	---	7th	---	---	---	---	---
20.	Language not English	---	---	---	---	---	---	---	---	---	7th
23.	Lack of books/supplies	3.5	---	3rd	---	5th	---	7th	8th	4th	8th
25.	Below average students	---	---	---	---	8th	---	8th	---	3rd	---
26.	Unclean lavatory	---	---	---	---	---	---	---	---	5th	---
27.	Add. coursework for promotion	---	---	8th	---	---	8th	---	4th	---	---
34.	Promotion denial	---	---	---	6th	---	3rd	---	---	---	4th
36.	Disagreement with teacher	---	8th	7th	---	---	---	---	---	---	---

Discussion

Perhaps the most striking general finding of this exploratory study was the consistent change in stressor patterns that occurred when "0" data were eliminated from the data set. In each instance (across grade level, sex, marital status, and age) when "0" response data were included, highest ranked stressors centered around items pertaining to matters of discipline and misbehavior on the part of students and items concerning themselves with inhibitors of the tasks of teaching. The patterns changed however when "0" response data were eliminated.

Omitting "0" responses in the data set produced significant shifts in ranking with stressors pertaining to personal professional matters (e.g., notification of unsatisfactory performance, involuntary transfer, and denial of promotion or advancement) becoming the highest rated stressors. It was interesting to note that these items did not rank in the highest quartile of stressors in any instance when "0" response data were included in the analyses. In addition, rather significant drops in n size occurred on these items when "0" responses were eliminated which would indicate that these items were perceived as very low stressors by those not confronted with the particular stressors. As previously mentioned, these data might indicate that when not specifically confronted with certain stressors, concerns are with matters pertaining to discipline and teaching tasks as proposed in Fuller's Teacher Concern Model. However, when specifically confronted with stressors of a more personal nature a new set of concerns seem to emerge as

more stressful. Interpretation of this phenomenon may take many different directions (e.g., not stressful unless confronted, suppression, denial, etc.). Further examination of this shift is planned in the near future.

Analysis of stressor ratings across grade level with "0" ratings included indicated that elementary teachers generally rated stressors higher than the middle school and high school groups. This difference diminished when "0" responses were excluded from the computations. When stressors were ranked, although degree was similar a greater proportion of elementary teachers indicated experiencing the highest ranked stressors.

Male-female responses at the middle school and high school levels were similar when "0" responses were included with females recording slightly higher ratings. However, when "0" responses were omitted the female sample generally reported greater degrees of stress with rather large differences occurring on items which pertained to personal security (e.g., colleague assaulted, threat of personal injury, and verbal abuse) and on the stressor of promotion denial. The male sample recorded higher stress ratings on few items. Of particular note are the items pertaining to taking additional coursework for promotion and preparing for a strike. The two stressors were among the highest recorded for the male sample with "0" responses omitted, but did not appear in the top quartile for the female sample. It might be noted that both of these items are related to income.

Stressor ratings according to marital status did not produce any major differences across the various groups (single, married,

and X-married) although the X-married group tended to demonstrate slightly higher ratings on stressors pertaining to professional matters and competence when "0" response data were eliminated. Interestingly, when "0" responses were included, the X-married group rated these items lower than the other groups.

Comparisons across age level demonstrated that in general the older teachers perceived less stress. Younger teachers seemed more concerned about peer relations and relations with parents as well as personal security. In contrast, the younger teachers did not express the degree of concern of the other groups (33 and above) in regard to teaching below average students. Finally, the older teachers (50 plus) did not perceive overcrowded classrooms as much of a stressor as the other groups. This may be in part due to seniority and choice of classes or even perhaps due to the establishment of more effective coping mechanisms.

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APPENDIX

	ELEM.		M.S.		H.S.		TOTAL	
	WO	WOO	WO	WOO	WO	WOO	WO	WOO
AGE								
$\bar{X}$	36.706	36.706	36.048	36.048	36.271	36.271	36.586	36.586
S	8.489	8.489	8.889	8.889	8.624	8.624	8.924	8.924
	n=85	n=85	n=63	n=63	n=96	n=96	n=278	n=278
TCH. EXP.								
$\bar{X}$	10.851	10.851	10.460	10.460	11.611	11.611	11.022	11.022
S	6.331	6.331	6.119	6.119	6.964	6.964	6.738	6.738
	n=87	n=87	n=63	n=63	n=95	n=95	n=277	n=277
RATE 1								
$\bar{X}$	4.674	4.843	3.308	3.644	3.255	3.517	3.752	4.034
S	2.083	1.916	1.968	1.740	2.120	1.982	2.194	2.008
	n=86	n=83	n=65	n=59	n=94	n=87	n=286	n=266
RATE 2								
$\bar{X}$	3.871	4.112	3.369	3.650	3.021	3.580	3.443	3.800
S	1.888	1.669	2.155	1.999	2.108	1.802	2.090	1.860
	n=85	n=80	n=65	n=60	n=96	n=81	n=287	n=260
RATE 3								
$\bar{X}$	1.341	4.385	1.262	4.824	1.490	4.333	1.474	4.500
S	2.297	1.961	2.286	1.629	2.513	2.458	2.455	2.184
	n=85	n=26	n=65	n=17	n=96	n=33	n=287	n=94
RATE 4								
$\bar{X}$	0.939	2.852	0.831	3.600	0.568	2.571	0.898	2.920
S	1.651	1.680	1.764	1.882	1.427	2.039	1.689	1.838
	n=82	n=27	n=65	n=15	n=95	n=21	n=283	n=87
RATE 5								
$\bar{X}$	3.058	3.329	3.015	3.322	2.885	3.420	2.993	3.315
S	2.230	2.123	2.281	2.169	2.280	2.079	2.212	2.085
	n=86	n=79	n=65	n=59	n=96	n=81	n=288	n=260

	ELEM.		M.S.		H.S.		TOTAL	
	WO	WOO	WO	WOO	WO	WOO	WO	WOO
RATE 6								
$\bar{X}$	2.140	5.750	1.785	5.524	2.292	5.500	2.208	5.628
S	3.007	1.832	2.820	1.940	2.966	1.826	2.979	1.823
	n=86	n=32	n=65	n=21	n=96	n=40	n=288	n=113
RATE 7								
$\bar{X}$	4.291	5.591	3.600	5.087	3.167	3.897	3.618	4.736
S	2.691	1.446	2.755	1.749	2.213	1.777	2.588	1.859
	n=86	n=66	n=65	n=46	n=96	n=78	n=288	n=220
RATE 8								
$\bar{X}$	0.906	4.053	0.891	3.800	0.813	4.333	1.045	4.397
S	1.931	1.985	1.878	2.007	1.970	2.351	2.128	2.074
	n=85	n=19	n=64	n=15	n=96	n=18	n=286	n=68
RATE 9								
$\bar{X}$	2.847	3.723	2.323	3.872	2.302	3.400	2.547	3.637
S	2.085	1.546	2.292	1.641	2.172	1.792	2.153	1.626
	n=85	n=65	n=65	n=39	n=96	n=65	n=287	n=201
RATE 10								
$\bar{X}$	2.529	3.162	1.954	3.175	2.229	3.101	2.258	3.100
S	1.980	1.698	2.034	1.678	2.060	1.783	2.011	1.714
	n=85	n=68	n=65	n=40	n=96	n=69	n=287	n=209
RATE 11								
$\bar{X}$	2.059	5.303	1.563	5.263	2.387	5.974	2.165	5.661
S	2.863	1.944	2.642	1.968	3.146	1.778	2.980	1.837
	n=85	n=33	n=64	n=19	n=95	n=38	n=285	n=109
RATE 12								
$\bar{X}$	4.477	4.695	4.431	5.053	3.958	4.222	4.194	4.524
S	1.794	1.529	2.291	1.674	2.041	1.822	1.997	1.675
	n=86	n=82	n=65	n=57	n=96	n=90	n=288	n=267
RATE 13								
$\bar{X}$	2.163	2.952	2.123	3.209	1.813	2.486	2.069	2.825
S	1.846	1.518	2.073	1.726	1.624	1.391	1.818	1.541
	n=86	n=63	n=65	n=43	n=96	n=70	n=288	n=211

	ELEM.		M.S.		H.S.		TOTAL	
	WO	WOO	WO	WOO	WO	WOO	WO	WOO
RATE 14								
$\bar{X}$	2.012	2.370	2.077	2.647	1.771	2.208	1.931	2.376
S	1.663	1.550	1.882	1.730	1.546	1.417	1.662	1.529
	n=86	n=73	n=65	n=51	n=96	n=77	n=288	n=234
RATE 15								
$\bar{X}$	2.674	3.151	2.831	3.608	2.927	3.469	2.753	3.333
S	1.997	1.785	2.261	1.919	2.173	1.924	2.107	1.853
	n=86	n=73	n=65	n=51	n=96	n=81	n=287	n=237
RATE 16								
$\bar{X}$	1.459	4.593	1.477	4.571	1.990	4.152	1.679	4.342
S	2.462	2.153	2.482	2.204	2.654	2.385	2.537	2.250
	n=85	n=27	n=65	n=21	n=96	n=46	n=287	n=111
RATE 17								
$\bar{X}$	1.314	2.974	1.375	3.667	1.313	2.625	1.355	3.063
S	1.893	1.778	2.097	1.810	1.814	1.770	1.941	1.812
	n=86	n=38	n=64	n=24	n=96	n=48	n=287	n=127
RATE 18								
$\bar{X}$	3.523	3.787	3.492	3.847	3.375	3.600	3.448	3.678
S	1.852	1.636	2.040	1.789	2.129	2.004	1.943	1.783
	n=86	n=80	n=65	n=59	n=96	n=90	n=288	n=270
RATE 19								
$\bar{X}$	2.849	3.224	3.154	3.727	2.768	2.989	2.875	3.223
S	1.876	1.662	2.078	1.715	1.842	1.732	1.894	1.702
	n=86	n=76	n=65	n=55	n=95	n=88	n=287	n=256
RATE 20								
$\bar{X}$	0.576	2.579	1.046	3.778	0.938	3.214	0.833	3.319
S	1.257	1.387	2.027	2.130	1.805	1.969	1.742	1.963
	n=85	n=19	n=65	n=18	n=96	n=28	n=287	n=72
RATE 21								
$\bar{X}$	2.547	3.911	2.815	4.067	3.432	3.747	2.857	3.796
S	2.414	1.890	2.455	1.888	2.201	2.024	2.335	1.916
	n=86	n=56	n=65	n=45	n=95	n=87	n=237	n=216

	ELEM.		M.S.		H.S.		TOTAL	
	WO	WOO	WO	WOO	WO	WOO	WO	WOO
RATE 22								
$\bar{X}$	2.824	3.380	2.877	3.281	2.615	2.852	2.742	3.161
S	2.065	1.792	1.980	1.770	1.688	1.558	1.935	1.729
	n=85	n=71	n=65	n=57	n=96	n=88	n=287	n=249
RATE 23								
$\bar{X}$	3.535	4.164	2.662	3.604	3.875	4.537	3.358	4.097
S	2.253	1.826	2.167	1.710	2.336	1.834	2.315	1.871
	n=86	n=73	n=65	n=48	n=96	n=82	n=288	n=236
RATE 24								
$\bar{X}$	0.738	2.296	0.862	2.800	0.916	2.351	0.898	2.667
S	1.465	1.772	1.657	1.881	1.548	1.670	1.683	1.923
	n=84	n=27	n=65	n=20	n=95	n=37	n=285	n=96
RATE 25								
$\bar{X}$	3.128	3.539	3.338	3.875	2.781	3.141	2.979	3.405
S	2.168	1.963	2.340	2.063	1.959	1.787	2.105	1.901
	n=86	n=76	n=65	n=56	n=96	n=85	n=288	n=252
RATE 26								
$\bar{X}$	2.647	3.947	1.677	3.516	2.063	3.094	2.268	3.538
S	2.557	2.142	2.230	1.981	2.195	2.006	2.374	2.072
	n=85	n=57	n=65	n=31	n=96	n=64	n=287	n=184
RATE 27								
$\bar{X}$	2.576	4.056	2.508	4.794	2.833	4.000	2.615	4.133
S	2.466	1.878	2.818	2.027	2.545	2.109	2.584	2.067
	n=85	n=54	n=65	n=34	n=96	n=68	n=286	n=181
RATE 28								
$\bar{X}$	2.482	3.638	2.508	4.075	1.865	3.315	2.181	3.517
S	2.297	1.870	2.623	2.177	2.091	1.714	2.301	1.958
	n=85	n=58	n=65	n=40	n=96	n=54	n=287	n=178
RATE 29								
$\bar{X}$	1.788	3.800	2.015	3.743	2.188	3.750	2.045	3.862
S	2.315	1.924	2.408	2.063	2.506	2.209	2.438	2.049
	n=85	n=40	n=65	n=35	n=96	n=56	n=287	n=152

	ELEM.		M.S.		H.S.		TOTAL	
	WO	WOO	WO	WOO	WO	WOO	WO	WOO
RATE 30								
$\bar{X}$	2.640	3.197	2.646	3.373	2.521	2.847	2.566	3.092
S	2.080	1.856	1.972	1.574	1.806	1.658	1.944	1.710
	n=86	n=71	n=65	n=51	n=96	n=85	n=288	n=239
RATE 31								
$\bar{X}$	2.706	3.333	2.031	2.870	2.635	2.976	2.422	3.075
S	1.993	1.669	1.960	1.733	1.859	1.697	1.974	1.712
	n=85	n=69	n=65	n=46	n=96	n=85	n=287	n=226
RATE 32								
$\bar{X}$	2.576	3.000	2.108	3.114	2.188	2.692	2.307	2.916
S	1.936	1.756	2.093	1.820	1.894	1.746	1.969	1.767
	n=85	n=73	n=65	n=44	n=96	n=78	n=287	n=227
RATE 33								
$\bar{X}$	1.802	3.163	1.354	3.034	1.337	2.396	1.470	2.795
S	2.108	1.864	1.940	1.822	1.825	1.854	1.934	1.845
	n=86	n=49	n=65	n=29	n=95	n=53	n=287	n=151
RATE 34								
$\bar{X}$	1.671	4.176	1.077	4.375	2.063	4.605	1.679	4.463
S	2.382	1.914	2.167	2.156	2.790	2.372	2.527	2.129
	n=85	n=34	n=65	n=16	n=96	n=43	n=287	n=108
RATE 35								
$\bar{X}$	1.686	2.959	1.600	3.152	2.125	3.138	1.750	3.130
S	1.930	1.658	2.037	1.805	2.134	1.878	2.046	1.779
	n=86	n=49	n=65	n=33	n=96	n=65	n=288	n=161
RATE 36								
$\bar{X}$	3.024	4.356	2.092	3.778	2.906	3.822	2.756	4.036
S	2.559	1.892	2.343	1.869	2.340	1.917	2.450	1.901
	n=85	n=59	n=65	n=36	n=96	n=73	n=287	n=196

High School		Male		Female	
		wo	woo	wo	woo
Age	$\bar{x}$	36.754	36.754	35.863	35.863
	S	9.164	9.164	8.463	8.463
	N	57	57	102	102
TCH EXP	$\bar{x}$	12.054	12.054	10.657	10.657
	S	7.768	7.768	5.921	5.921
	N	56	56	102	102
Rate 1	$\bar{x}$	2.754	3.078	3.569	3.832
	S	1.994	1.853	2.037	1.855
	N	57	51	102	95
Rate 2	$\bar{x}$	2.724	3.224	3.408	3.815
	S	2.076	1.863	2.126	1.869
	N	58	49	103	92
Rate 3	$\bar{x}$	1.172	3.778	1.524	4.906
	S	2.120	2.157	2.574	2.161
	N	58	18	103	32
Rate 4	$\bar{x}$	0.895	2.550	0.553	3.563
	S	1.611	1.791	1.545	2.190
	N	57	20	103	16
Rate 5	$\bar{x}$	2.397	2.957	3.243	3.591
	S	2.135	1.989	2.303	2.148
	N	58	47	103	93
Rate 6	$\bar{x}$	2.121	5.125	2.068	5.757
	S	2.854	2.028	2.955	1.706
	N	58	24	103	37
Rate 7	$\bar{x}$	3.362	4.063	3.330	4.513
	S	2.337	1.929	2.518	1.793
	N	58	48	103	76
Rate 8	$\bar{x}$	1.017	4.538	0.745	3.800
	S	2.196	2.367	1.761	2.067
	N	58	13	102	20
Rate 9	$\bar{x}$	2.190	3.528	2.379	3.603
	S	2.156	1.647	2.254	1.805
	N	58	36	103	68
Rate 10	$\bar{x}$	1.810	2.625	2.291	3.420
	S	1.782	1.564	2.172	1.777
	N	58	40	103	69
Rate 11	$\bar{x}$	1.724	5.000	2.248	6.135
	S	2.726	2.248	3.103	1.494
	N	58	20	101	37

High School		Male		Female	
		WO	WOO	WO	WOO
Rate 12	$\bar{x}$	3.724	4.320	4.388	4.660
	S	2.207	1.743	2.092	1.836
	N	58	50	103	97
Rate 13	$\bar{x}$	1.603	2.385	2.126	2.959
	S	1.474	1.161	1.969	1.708
	N	58	39	103	74
Rate 14	$\bar{x}$	1.828	2.524	1.932	2.314
	S	1.856	1.728	1.598	1.473
	N	58	42	103	86
Rate 15	$\bar{x}$	2.379	3.366	3.175	3.593
	S	2.167	1.813	2.180	1.966
	N	58	41	103	91
Rate 16	$\bar{x}$	1.741	3.607	1.806	4.769
	S	2.417	2.315	2.694	2.230
	N	58	28	103	39
Rate 17	$\bar{x}$	1.310	2.714	1.353	3.136
	S	1.949	2.016	1.922	1.720
	N	58	28	102	44
Rate 18	$\bar{x}$	3.034	3.321	3.641	3.906
	S	1.964	1.806	2.132	1.958
	N	58	53	103	96
Rate 19	$\bar{x}$	2.638	3.060	3.088	3.387
	S	1.823	1.596	2.001	1.836
	N	58	50	102	93
Rate 20	$\bar{x}$	0.621	2.250	1.184	4.067
	S	1.254	1.438	2.150	2.033
	N	58	16	103	30
Rate 21	$\bar{x}$	2.684	3.477	3.456	4.045
	S	2.189	1.849	2.355	2.022
	N	57	44	103	88
Rate 22	$\bar{x}$	2.534	2.827	2.825	3.129
	S	1.828	1.700	1.801	1.623
	N	58	52	103	93
Rate 23	$\bar{x}$	2.966	4.000	3.621	4.287
	S	2.499	2.059	2.223	1.725
	N	58	43	103	87
Rate 24	$\bar{x}$	0.862	2.174	0.912	2.735
	S	1.504	1.696	1.642	1.763
	N	58	23	102	34

High School		Male		Female	
		WO	WOO	WO	WOO
Rate 25	$\bar{x}$	2.759	3.137	3.146	3.600
	S	2.097	1.950	2.148	1.907
	N	58	51	103	90
Rate 26	$\bar{x}$	1.517	3.143	2.126	3.269
	S	2.079	1.957	2.261	2.027
	N	58	28	103	67
Rate 27	$\bar{x}$	2.586	4.545	2.767	4.130
	S	2.760	2.093	2.605	2.114
	N	58	33	103	69
Rate 28	$\bar{x}$	1.845	3.344	2.282	3.790
	S	2.308	2.149	2.345	1.839
	N	58	32	103	62
Rate 29	$\bar{x}$	1.810	3.387	2.291	3.933
	S	2.328	2.186	2.527	2.114
	N	58	31	103	60
Rate 30	$\bar{x}$	2.345	2.833	2.699	3.159
	S	1.763	1.534	1.924	1.694
	N	58	48	103	88
Rate 31	$\bar{x}$	2.190	2.761	2.505	3.035
	S	2.004	1.864	1.868	1.614
	N	58	46	103	85
Rate 32	$\bar{x}$	2.345	3.022	2.049	2.740
	S	2.124	1.936	1.881	1.681
	N	58	45	103	77
Rate 33	$\bar{x}$	1.121	2.321	1.471	2.778
	S	1.612	1.611	1.994	1.968
	N	58	28	102	54
Rate 34	$\bar{x}$	1.655	3.840	1.670	5.059
	S	2.517	2.511	2.651	2.014
	N	58	25	103	34
Rate 35	$\bar{x}$	1.448	2.710	2.175	3.343
	S	1.930	1.883	2.162	1.805
	N	58	31	103	67
Rate 36	$\bar{x}$	2.241	3.514	2.767	3.958
	S	2.349	2.036	2.369	1.811
	N	58	37	103	72

Marital Status		Single		Married		X-Married	
		wo	woo	wo	woo	wo	woo
Age	$\bar{x}$	31.333	31.333	37.205	37.205	39.897	39.897
	S	7.826	7.826	8.658	8.658	9.803	9.803
	N	42	42	205	205	29	29
TCH EXP	$\bar{x}$	7.714	7.714	11.382	11.382	13.448	13.448
	S	5.824	5.824	6.496	6.496	8.240	8.240
	N	42	42	204	204	29	29
Rate 1	$\bar{x}$	3.714	3.805	3.718	4.053	3.759	4.037
	S	2.245	2.193	2.195	1.973	2.198	2.009
	N	42	41	206	189	29	27
Rate 2	$\bar{x}$	3.643	3.825	3.428	3.854	3.448	3.704
	S	2.093	1.973	2.095	1.813	2.131	1.977
	N	42	40	208	185	29	27
Rate 3	$\bar{x}$	1.905	4.211	1.357	4.532	1.690	4.900
	S	2.621	2.323	2.383	2.133	2.701	2.283
	N	42	19	207	62	29	10
Rate 4	$\bar{x}$	0.902	2.176	0.863	3.000	0.607	2.833
	S	1.480	1.590	1.660	1.781	1.571	2.401
	N	41	17	205	59	28	6
Rate 5	$\bar{x}$	3.286	3.632	2.952	3.301	2.759	2.963
	S	2.309	2.149	2.182	2.042	2.309	2.261
	N	42	38	208	186	29	27
Rate 6	$\bar{x}$	3.024	5.773	2.034	5.494	2.207	6.400
	S	3.197	1.824	2.902	1.917	3.155	1.075
	N	42	22	208	77	29	10
Rate 7	$\bar{x}$	4.000	4.667	3.524	4.760	3.552	4.478
	S	2.528	2.070	2.587	1.771	2.572	2.020
	N	42	36	208	154	29	23
Rate 8	$\bar{x}$	0.905	3.800	0.976	4.298	1.429	5.000
	S	1.885	1.989	2.070	2.146	2.456	1.690
	N	42	10	207	47	28	8
Rate 9	$\bar{x}$	2.310	3.593	2.688	3.727	1.828	3.118
	S	2.192	1.670	2.174	1.634	1.947	1.536
	N	42	27	208	150	29	17
Rate 10	$\bar{x}$	2.405	3.367	2.290	3.058	1.759	3.000
	S	2.153	1.790	1.962	1.668	2.047	1.837
	N	42	30	207	155	29	17

Marital Status		Single		Married		X-Married	
		wo	woo	wo	woo	wo	woo
Rate 11	$\bar{x}$	2.571	5.400	2.155	5.692	1.893	5.889
	S	3.029	1.930	2.987	1.833	2.998	1.965
	N	42	20	206	78	28	9
Rate 12	$\bar{x}$	4.595	4.825	4.091	4.479	4.310	4.310
	S	2.176	1.960	2.004	1.629	1.692	1.692
	N	42	40	208	190	29	29
Rate 13	$\bar{x}$	2.548	3.242	1.928	2.673	2.172	3.150
	S	2.086	1.803	1.711	1.435	2.054	1.725
	N	42	33	208	150	29	20
Rate 14	$\bar{x}$	2.238	2.686	1.813	2.244	2.483	3.000
	S	2.046	1.952	1.490	1.334	2.148	2.000
	N	42	35	208	168	29	24
Rate 15	$\bar{x}$	2.643	3.364	2.686	3.271	3.310	3.556
	S	2.315	2.089	2.072	1.820	1.892	1.717
	N	42	33	207	170	29	27
Rate 16	$\bar{x}$	1.952	4.556	1.580	4.247	2.276	4.400
	S	2.668	2.148	2.483	2.289	2.750	2.261
	N	42	18	207	77	29	15
Rate 17	$\bar{x}$	1.071	2.647	1.386	3.021	1.517	3.667
	S	1.800	1.967	1.927	1.774	2.214	1.969
	N	42	17	207	95	29	12
Rate 18	$\bar{x}$	3.262	3.425	3.490	3.742	3.414	3.667
	S	1.822	1.708	1.956	1.777	2.163	2.019
	N	42	40	208	194	29	27
Rate 19	$\bar{x}$	3.095	3.333	2.831	3.220	2.793	3.000
	S	1.923	1.782	1.886	1.671	1.859	1.754
	N	42	39	207	182	29	27
Rate 20	$\bar{x}$	0.786	3.300	0.855	3.218	0.759	3.667
	S	1.920	2.751	1.698	1.802	1.683	1.751
	N	42	10	207	55	29	6
Rate 21	$\bar{x}$	3.238	4.250	2.850	3.711	2.552	3.700
	S	2.630	2.170	2.290	1.904	2.148	1.525
	N	42	32	207	159	29	20
Rate 22	$\bar{x}$	2.952	3.179	2.618	3.080	3.103	3.462
	S	2.036	1.931	1.850	1.612	2.160	1.985
	N	42	39	207	176	29	26
Rate 23	$\bar{x}$	3.857	4.500	3.260	4.060	3.655	4.077
	S	2.465	2.035	2.307	1.836	2.126	1.809
	N	42	36	208	167	29	26

Marital Status		Single		Married		X-Married	
		WO	WOO	WO	WOO	WO	WOO
Rate 24	$\bar{x}$	0.857	2.571	0.805	2.538	1.483	3.071
	S	1.661	1.989	1.575	1.855	2.081	2.018
	N	42	14	205	65	29	14
Rate 25	$\bar{x}$	3.048	3.556	2.909	3.380	3.241	3.357
	S	2.326	2.117	2.084	1.858	2.099	2.041
	N	42	36	208	179	29	28
Rate 26	$\bar{x}$	2.214	3.577	2.193	3.414	2.655	4.053
	S	2.394	2.082	2.342	2.089	2.567	2.068
	N	42	26	207	133	29	19
Rate 27	$\bar{x}$	2.619	3.793	2.534	4.176	3.310	4.364
	S	2.479	2.094	2.616	2.099	2.480	1.840
	N	42	29	206	125	29	22
Rate 28	$\bar{x}$	2.476	3.852	2.014	3.418	3.172	3.833
	S	2.662	2.381	2.217	1.880	2.237	1.857
	N	42	27	207	122	29	24
Rate 29	$\bar{x}$	2.024	4.048	1.990	3.712	2.724	4.647
	S	2.504	2.061	2.375	2.029	2.890	2.262
	N	42	21	207	111	29	17
Rate 30	$\bar{x}$	3.000	3.316	2.457	3.060	2.655	2.852
	S	1.963	1.787	1.931	1.671	1.932	1.854
	N	42	38	208	167	29	27
Rate 31	$\bar{x}$	2.595	3.206	2.377	3.018	2.552	3.217
	S	2.119	1.887	1.899	1.623	2.148	1.906
	N	42	34	207	163	29	23
Rate 32	$\bar{x}$	2.707	3.265	2.231	2.864	2.207	2.783
	S	2.294	2.122	1.907	1.688	1.989	1.833
	N	41	34	208	162	29	23
Rate 33	$\bar{x}$	1.268	2.364	1.591	3.009	1.069	1.938
	S	1.732	1.733	2.064	1.947	1.163	0.854
	N	41	22	208	110	29	16
Rate 34	$\bar{x}$	1.310	4.231	1.773	4.531	1.931	4.308
	S	2.342	2.315	2.570	2.086	2.698	2.428
	N	42	13	207	81	29	13
Rate 35	$\bar{x}$	1.833	2.962	1.716	3.188	2.379	3.136
	S	2.083	1.907	2.039	1.737	2.128	1.885
	N	42	26	208	112	29	22
Rate 36	$\bar{x}$	2.810	4.370	2.705	3.916	3.069	4.450
	S	2.689	2.078	2.366	1.829	2.672	2.012
	N	42	27	207	143	29	20

AGE GROUPS		22 - 26		27 - 32		33 - 40		41 - 49		50 - 75	
		WO	WOO	WO	WOO	WO	WOO	WO	WOO	WO	WOO
AGE	$\bar{X}$	1.000	1.000	2.000	2.000	3.000	3.000	4.000	4.000	5.000	5.000
	S	0.000	0.000	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.000
	N	31	31	79	79	90	90	46	46	32	32
TCH. EXP.	$\bar{X}$	3.161	3.161	6.667	6.667	11.943	11.943	15.978	15.978	19.839	19.839
	S	1.530	1.530	2.062	2.062	3.752	3.752	6.963	6.963	7.461	7.461
	N	31	31	78	78	88	88	45	45	31	31
RATE 1	$\bar{X}$	3.968	4.241	3.911	4.233	3.807	3.988	4.044	4.233	2.406	2.962
	S	2.273	2.081	2.277	2.058	2.122	1.997	2.088	1.938	1.915	1.685
	N	31	29	79	73	88	84	45	43	32	26
RATE 2	$\bar{X}$	3.161	3.630	3.696	3.946	3.580	3.987	3.761	4.023	2.375	2.923
	S	1.809	1.418	2.034	1.850	2.190	1.925	2.152	1.970	1.963	1.765
	N	31	27	79	74	88	79	46	43	32	26
RATE 3	$\bar{X}$	1.226	4.750	1.722	4.690	1.719	4.371	0.778	3.889	1.500	4.800
	S	2.362	2.188	2.650	2.269	2.545	2.197	1.757	1.833	2.590	2.348
	N	31	8	79	29	89	35	45	9	32	10
RATE 4	$\bar{X}$	0.600	2.571	0.911	2.880	0.920	2.700	0.837	3.000	0.719	3.286
	S	1.404	1.902	1.666	1.764	1.599	1.643	1.745	2.132	1.708	2.289
	N	30	7	79	25	88	30	43	12	32	7
RATE 5	$\bar{X}$	3.097	3.310	2.962	3.296	2.888	3.253	3.652	3.907	2.344	2.586
	S	1.938	1.815	2.273	2.154	2.166	2.022	2.378	2.245	1.928	1.862
	N	31	29	79	71	89	79	46	43	32	29
RATE 6	$\bar{X}$	2.000	5.636	2.595	6.029	2.393	5.325	1.630	6.250	1.500	4.800
	S	2.875	1.502	3.193	1.660	2.983	2.018	2.855	1.357	2.590	2.348
	N	31	11	79	34	89	40	46	12	32	10
RATE 7	$\bar{X}$	3.742	5.043	3.709	4.651	3.719	4.729	3.913	5.143	2.375	3.800
	S	2.582	1.492	2.502	1.851	2.563	1.880	2.632	1.630	2.575	2.262
	N	31	23	79	63	89	70	46	35	32	20

AGE GROUPS		22 - 26		27 - 32		33 - 40		41 - 49		50 - 75	
		WO	WOO	WO	WOO	WO	WOO	WO	WOO	WO	WOO
RATE 8	$\bar{X}$	0.484	5.000	0.620	4.455	1.551	4.600	0.800	3.273	1.355	4.200
	S	1.503	0.0	1.734	2.162	2.482	0.373	1.753	2.149	2.332	2.201
	N	31	3	79	11	89	30	45	11	31	10
RATE 9	$\bar{X}$	2.258	3.500	2.759	3.893	2.784	3.712	2.761	3.735	1.406	2.647
	S	2.129	1.606	2.237	1.614	2.231	1.778	2.057	1.421	1.663	1.367
	N	31	20	79	56	88	66	46	34	32	17
RATE 10	$\bar{X}$	2.100	2.864	2.557	3.206	2.258	3.242	2.239	3.219	1.500	2.286
	S	1.788	1.457	2.030	1.752	2.037	1.656	2.100	1.773	1.741	1.678
	N	30	22	79	63	89	62	46	32	32	21
RATE 11	$\bar{X}$	1.935	5.455	2.316	5.382	2.284	5.912	2.467	5.842	1.419	5.500
	S	2.744	1.214	2.972	1.970	3.111	1.848	3.094	1.608	2.790	2.777
	N	31	11	79	34	88	34	45	19	31	8
RATE 12	$\bar{X}$	4.387	4.857	4.139	4.419	4.191	4.605	4.239	4.432	3.875	4.276
	S	2.155	1.671	1.900	1.613	2.163	1.794	1.980	1.797	1.879	1.461
	N	31	28	79	74	89	81	46	44	32	29
RATE 13	$\bar{X}$	2.065	3.048	2.051	2.945	2.079	2.803	2.152	2.750	1.844	2.565
	S	1.879	1.465	1.887	1.568	1.760	1.459	1.862	1.663	1.798	1.619
	N	31	21	79	55	89	66	46	36	32	23
RATE 14	$\bar{X}$	1.871	2.417	2.139	2.522	1.843	2.377	2.043	2.410	1.563	2.083
	S	1.821	1.717	1.788	1.673	1.630	1.466	1.699	1.585	1.366	1.176
	N	31	24	79	67	89	69	46	39	32	24
RATE 15	$\bar{X}$	2.452	3.167	2.684	3.212	3.125	3.618	2.978	3.341	1.688	2.571
	S	1.786	1.341	2.175	1.989	2.149	1.883	2.060	1.879	1.693	1.434
	N	31	24	79	66	88	76	46	41	32	21
RATE 16	$\bar{X}$	1.516	5.875	1.937	4.781	1.888	3.907	1.311	4.214	1.500	3.692
	S	2.669	1.126	2.743	2.210	2.493	2.223	2.334	2.293	2.410	2.496
	N	31	8	79	32	89	43	45	14	32	13

AGE GROUPS		22 - 26		27 - 32		33 - 40		41 - 49		50 - 75	
		WO	WOO	WO	WOO	WO	WOO	WO	WOO	WO	WOO
RATE 17	$\bar{X}$	.935	2.636	1.038	2.563	1.697	3.213	1.800	3.857	1.031	2.538
	S	1.413	1.027	1.698	1.795	2.113	1.887	2.292	1.797	1.713	1.854
	N	31	11	79	32	89	47	45	21	32	13
RATE 18	$\bar{X}$	3.613	3.862	3.329	3.603	3.652	3.869	3.761	4.023	2.656	2.833
	S	1.874	1.663	1.906	1.714	2.034	1.881	2.100	1.908	1.599	1.487
	N	31	29	79	73	89	84	46	43	32	30
RATE 19	$\bar{X}$	3.290	3.778	2.899	3.181	3.022	3.494	2.783	2.977	1.968	2.346
	S	2.116	1.805	1.837	1.673	1.977	1.691	1.849	1.752	1.472	1.294
	N	31	27	79	72	89	77	46	43	31	26
RATE 20	$\bar{X}$	0.774	3.429	0.772	3.389	0.809	3.130	0.822	2.846	1.000	4.000
	S	1.668	1.813	1.761	2.200	1.711	2.029	1.482	1.345	2.079	2.330
	N	31	7	79	18	89	23	45	13	32	8
RATE 21	$\bar{X}$	2.613	3.522	3.152	3.952	2.933	3.896	3.044	3.914	1.938	3.100
	S	2.261	1.904	2.259	1.791	2.416	1.993	2.440	2.049	2.094	1.832
	N	31	23	79	63	89	67	45	35	32	20
RATE 22	$\bar{X}$	3.065	3.167	2.570	2.985	2.674	3.091	3.089	3.475	2.156	2.875
	S	1.999	1.949	1.872	1.679	1.820	1.591	2.021	1.797	1.919	1.676
	N	31	30	79	68	89	77	45	40	32	24
RATE 23	$\bar{X}$	3.742	4.296	3.848	4.400	3.157	3.849	3.413	4.132	2.469	3.950
	S	2.435	2.091	2.237	1.801	2.179	1.761	2.464	2.082	2.396	1.791
	N	31	27	79	69	89	73	46	38	32	20
RATE 24	$\bar{X}$	0.677	1.909	0.658	2.364	1.057	2.906	1.318	3.222	0.594	2.111
	S	1.166	1.221	1.440	1.866	1.783	1.838	2.111	2.184	1.411	2.028
	N	31	11	79	22	88	32	44	18	32	9
RATE 25	$\bar{X}$	2.742	3.400	3.063	3.559	3.000	3.380	3.217	3.610	2.625	2.897
	S	2.265	2.021	2.132	1.872	2.121	1.943	2.280	2.096	1.680	1.520
	N	31	25	79	68	89	79	46	41	32	29

AGE GROUPS		22 - 26		27 - 32		33 - 40		41 - 49		50 - 75	
		WO	WOO	WO	WOO	WO	WOO	WO	WOO	WO	WOO
RATE 26	$\bar{X}$	1.774	3.667	2.291	3.620	2.250	3.356	2.348	3.724	2.438	3.391
	S	2.291	1.952	2.445	2.147	2.330	2.091	2.610	2.374	2.139	1.751
	N	31	15	79	50	88	59	46	29	32	23
RATE 27	$\bar{X}$	2.806	4.143	3.167	4.117	2.534	4.208	2.565	4.538	1.625	3.467
	S	2.574	2.032	2.504	2.051	2.639	2.115	2.713	1.985	2.254	2.100
	N	31	21	78	60	88	53	46	26	32	15
RATE 28	$\bar{X}$	2.032	3.500	2.266	3.377	2.371	3.836	2.200	3.300	1.875	3.750
	S	2.456	2.282	2.280	1.993	2.357	1.823	2.180	1.860	2.459	2.236
	N	31	18	79	53	89	55	45	30	32	16
RATE 29	$\bar{X}$	1.484	3.538	1.975	3.714	2.517	4.073	2.178	4.083	1.313	3.231
	S	2.143	1.898	2.428	2.145	2.572	2.080	2.596	2.185	1.942	1.739
	N	31	13	79	42	89	55	45	24	32	13
RATE 30	$\bar{X}$	2.677	3.609	2.671	3.058	2.775	3.338	2.391	2.895	1.625	2.080
	S	2.257	1.852	1.838	1.635	2.004	1.714	1.915	1.721	1.561	1.470
	N	31	23	79	69	89	74	46	38	32	25
RATE 31	$\bar{X}$	2.933	2.520	2.532	3.077	2.483	3.299	2.283	2.838	1.719	2.391
	S	2.258	2.002	1.866	1.594	2.095	1.767	1.870	1.659	1.550	1.305
	N	30	25	79	65	89	67	46	37	32	23
RATE 32	$\bar{X}$	2.600	3.250	2.430	2.866	2.157	2.954	2.522	2.829	1.906	2.905
	S	2.078	1.800	1.946	1.791	2.033	1.815	1.823	1.687	2.022	1.814
	N	30	24	79	67	89	65	46	41	32	21
RATE 33	$\bar{X}$	1.032	2.667	1.167	2.600	1.921	3.353	1.652	2.452	1.281	2.412
	S	1.853	2.146	1.761	1.786	2.186	1.874	1.816	1.710	1.836	1.906
	N	31	12	78	35	89	51	46	31	32	17
RATE 34	$\bar{X}$	0.645	4.000	1.747	4.600	1.989	4.784	2.111	3.958	1.219	4.333
	S	1.854	3.000	2.519	1.868	2.782	2.275	2.604	2.312	2.181	1.803
	N	31	5	79	30	89	37	45	24	32	9
RATE 35	$\bar{X}$	1.323	2.929	1.747	3.136	2.213	3.397	1.848	3.269	1.250	2.500
	S	1.739	1.385	2.103	1.887	2.177	1.796	2.076	1.710	1.760	1.751
	N	31	14	79	44	89	58	46	26	32	16
RATE 36	$\bar{X}$	2.387	4.625	3.215	4.233	2.933	4.078	2.800	3.818	1.594	3.188
	S	2.729	1.962	2.443	1.872	2.476	1.954	2.370	1.928	1.881	1.377
	N	31	16	79	60	89	64	45	33	32	16

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